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ABSTRACT

Presented in the first of a two volume series is a developmental physical education checklist which provides teachers of trainable mentally retarded students with a permanent and accountable record of pupil progress and needs. The checklist is intended to be used with the accompanying volume of curricular activities in a nongraded enviroment for children grouped by need and developmental level. Provided on forms for each of the seven curriculum areas are a definition, a description of task objectives for attaining specified goals, spaces for students' names, and block space spaces for performance dates of listed activities. Curriculum areas covered are given to be the physical self, locomotion, gross and fine motor coordination, balance, fitness, rhythmic performance, and relaxation. As an example of the presentation the fitness areas contains approximately 24 acitivities such as the long jump, softball throw, 50 yard dash, and forward roll to develop strength, agility, endurance, and flexibility. (MC)

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# DEVELOPMENTAL PHYSICAL EDUCATION
## VOL. 1 – ACCOUNTABILITY

OCEAN VIEW SCHOOL DISTRICT · HUNTINGTON BEACH, CA.

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# DEVELOPMENTAL PHYSICAL EDUCATION

# ACCOUNTABILITY

Volume I

by

Barbara Guarnieri
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Teachers are now being held accountable for educational outcomes. This frightens many teachers because they may not know why, when or how to establish specific goals for all pupils.

If a developmental progression is followed, the WHEN becomes evident. The HOW is defined by the teacher and child. This developmental checklist provides the teacher with a permanent and accountable record of pupil progress and need. The major goal for each area is defined and the subtasks are listed in the checklist. This supplies the WHY. Definitions are offered as justification for each area which should lead to more purposeful planning and programming.

In Volume II, activities are listed for each curricular area and should supply adequate learning situations for the task selected. It should be remembered that each area is important and there should be a balance of type of activity offered. Each area will progress at a different rate, but is dependent on others. For example, rhythm is very important to coordination skills, and children need exposure to both areas to develop successfully. It is suggested that each area be used monthly, perhaps using a strong task to help build the weaker.

It is hoped that the time and effort saved in defining and sequencing goals will be of benefit to teachers. The teacher should not hesitate to add to and revise lists as necessary.

An added benefit of using a developmental approach is that lessons may be offered in a non-graded environment. Children are grouped as to need and developmental level. Age, size and grade become unimportant and physical development becomes a relevant goal to both student and teacher. With this checklist, children can be given the advantage of observing their physical skills growth. This will be a high level motivator.

When a teacher is able to define his goals (which are listed in each area), have complete records of skills growth (which is the checklist), and have adequate means for transmitting skills (which is the activities section), he will be able to prove his accountability.

## DEFINITIONS

I. <u>PHYSICAL SELF</u>. By physical self, we mean one's ability to define his own being; to define his own body's boundaries in relation to space.

A. BODY AWARENESS: The ability to identify body parts on himself and others.

1. <u>BODY PARTS</u>: Identification.

<u>GOAL</u>: Develop an accurate self image.

☐ - Satisfactory performance (date)

☐ - Not complete

| NAMES | Head - Self | Head - Others | Hair - Self | Hair - Others | Eyes - Self | Eyes - Others | Eyelashes - Self | Eyelashes - Others | Eyebrows - Self | Eyebrows - Others | Ears - Self | Ears - Others | Nose - Self | Nose - Others | Cheeks - Self | Cheeks - Others | Chin - Self | Chin - Others | Mouth - Self | Mouth - Others | Forehead - Self | Forehead - Others | Tongue - Self | Tongue - Others |
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| NAMES |
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| Teeth - Self |
| Teeth - Others |
| Lips - Self |
| Lips - Others |
| Neck - Self |
| Neck - Others |
| Shoulders - Self |
| Shoulders - Other |
| Chest - Self |
| Chest - Others |
| Back - Self |
| Back - Others |
| Abdomen - Self |
| Abdomen - Others |
| Waist - Self |
| Waist - Others |
| Hips - Self |
| Hips - Others |
| Buttocks - Self |
| Buttocks - Others |
| Arms - Self |
| Arms - Others |
| Elbows - Self |
| Elbows - Others |

| NAMES |
| --- |
| Wrists - Self |
| Wrists - Others |
| Hands - Self |
| Hands - Others |
| Palms - Self |
| Palms - Others |
| Fingers - Self |
| Fingers - Others |
| Fingernails - Self |
| Fingernails - Othe |
| Thumbs - Self |
| Thumbs - Others |
| Legs - Self |
| Legs - Others |
| Knees - Self |
| Knees - Others |
| Ankles - Self |
| Ankles - Others |
| Feet - Self |
| Feet - Others |
| Toes - Self |
| Toes - Others |
| Soles - Self |
| Soles - Others |

| NAMES |
| --- |
| Heels - Self |
| Heels - Others |
| Toenails - Self |
| Toenails - Others |

II. LOCOMOTION. Moving from one place to another.

A. Fundamental Movements.

A child explores the movement of his body parts independently and simultaneously, and uses this movement in environmental experimentation. This experimentation forms a basic concept of child development--general movement patterns lay the foundation for performance and learning.

1. GOAL: To perform basic motor reflex patterns accurately.

☐ - Satisfactory performance (date)

☐ - Needs improvement

| NAMES | Roll | Creep | Crawl | Walk | Run | March | Tiptoe | Jump | | | Hop | | | Gallop | Skip | Up/down stairs | Ladder | Slide | Leap | Pivot |
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III. COORDINATION (Gross-Motor). Coordination is the elimination of unnecessary movements.

GOAL: To develop the ability to integrate several different kinds of movements into a single effective pattern.

A. LARGE MUSCLE WITH APPARATUS. Ability to use large muscles for activities in which apparatus is a primary factor.

GOAL: To improve motor efficiency when performing with apparatus.

1. Long Rope, Short Rope, etc. (See chart below).

☐ - Satisfactory performance (date)

☐ - Needs improvement

| NAMES | LONG ROPE | | | | SHORT ROPE | | | | | | 1' Hurdles at 3' Intervals | Hula Hoop (5) | KICK | | | LADDER | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Turn (10) | Jump | | | Forward | | | Backward | | | | | Stationary Object | Moving Object | To a goal (20') | Cross | Climb | |
| | | 3 | 5 | 10 | 3 | 5 | 10 | 3 | 5 | 10 | | | | | | | | |
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2. Ball Proficiency. To be able to manipulate the ball with a reasonable degree of accuracy and safety.

GOAL: To provide each pupil with an opportunity to develop skill in fundamental movements with the ball.

☐ - Satisfactory performance (date)

☐ - Needs improvement

PROPELLING THE BALL

| NAMES | ROLLING | | | BOUNCE | | | THROW 8" | | | THROW 16" | | | THROW 24" | | | SHOOT | | | DRIBBLE | | | KICKS (Stationary ball) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8" | 16" | 24" | 8" | 16" | 24" | Over | Under | Side | Over | Under | Side | Over | Under | Side | 8" | 16" | 24" | 8" | 16" | 24" | 8" | 16" | 24" |
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| NAMES | STRIKES A BALL WITH HAND | | | BATS A BALL | | | RECEIVING THE BALL | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | CATCH WITH RECEPTICAL | | | CATCH WITH HANDS | | | CATCH WITH FEE | | |
| | 8" | 16" | 24" | 8" | 16" | 24" | R Hand | L Hand | Both | R Hand | L Hand | Both | R Foot | L Foot | Both |
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C. <u>FINE MOTOR</u>. To give the child the opportunity to learn that his hands work together as a pair, in support of each other, and in various degrees of unity; to give the child opportunities to use his eyes and hands as a team for the inspection of perception required in school work (Getman & Kane).

1. <u>HAND AND FINGER DEXTERITY</u>. The ability to manipulate objects and control hands and fingers with reasonable efficiency.

<u>GOAL</u>: To use hands and fingers with more precision for manipulative tasks.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | Grasp/ Release | | Picks up object (Both hands) | Makes Fist | | | Extends Fingers | | | Alternately Opens & Closes Hands | Touches Fingers Independently | | | Touches Same Fingers - Both Hands | Places Both Hands on Flat Surface - Raises & Lowers Fingers Ind. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Right | Left | | Both | Left | Right | Both | Left | Right | | Both | Left | Right | | Both | Left | Right |
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2. EYE/HAND COORDINATION. The working together of the eyes and hands as a unit.

GOAL: To give the child the opportunity to use his eyes and hands as a team for inspection of perception (Getman & Kane).

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | Catches Bean Bag 8 Feet | Strings Beads (30 seconds) | | | | | Block Transfer 10 blocks/10 sec. | | Bean Bag Toss 8' Target (3 out of 5) | Throw Bean Bag 8' | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 3 | 10 | 30 | 60 | 100 | Right Hand | Left Hand | | | | | |
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IV. BALANCE. Balance involves the ability of an individual to maintain equilibrium relative to gravity.

A. STATIC BALANCE. Maintaining equilibrium while performing a non-locomotive movement.

GOAL: To increase the ability to maintain equilibrium while non-locomotive.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | Seated - 5 seconds | Lying On Side | | Hand & Knee Balance | | Cross Pattern - 2 pts. | Same Side - 2 pts. | Kneeling | Same Knee & Foot Balance - 2 points | Knee Only Balance | Tiptoe - 5 seconds | Standing - Feet Parallel | Standing - Feet and Heels Together | Standing - Heel-to-toe | One Foot, Knee-High | One Foot, Eyes Closed | One Foot, Eyes Closed, Arms Folded | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Left | Right | 1 point | 3 points | | | | | | | | | | | | | |
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B. <u>DYNAMIC BALANCE</u>. Maintaining equilibrium while performing a locomotor task.

<u>GOAL</u>: To increase the ability to maintain equilibrium while engaged in locomotor activity.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | ROLL | | CRAWL | | WALK | | | | | | | | | JUMP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Left | Right | Forward | Backward | Forward | Backward | Sideways | On Tiptoe | March | Hop | Gallop | Skip | Slide Sideways | Forward | Backward | Over | | | | | | | |
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C. BALANCE WITH APPARATUS. Maintaining equilibrium while performing on apparatus.

GOAL: To increase the ability to maintain equilibrium while on apparatus.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

1. BALANCE BEAM

| NAMES | Walk Forward 2" | Walk Backward 4" | Walk Sideways 12" | Walk Forward Over Objects | Walk Forward Under Obstacles | Walk Sideways Over Obstacles | Walk Sideways Under Obstacles | | | |
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2. ROCKING BOARD 16" x 16"

| NAMES | STAND | | SQUAT | |
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| | Arms Extended | Arms Folded | Arms Extended | Arms Folded |
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3. STAIRS

| NAMES | Up & down holding On | Up & down holding, Alternating | Up & down without holding | Up & down without holding/alternating | |
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5. LADDER

| NAMES | Hands and Feet | Hands and Knees | Steady | | | | | | | | | | |
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V. FITNESS. The ability of an individual to acquire enough resources to meet the demands of daily living, and sufficient reserves to withstand ordinary stresses without causing harmful strain.

A. STRENGTH. Strength is muscular power or force.

GOAL: To increase power of abilities.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | 1. LEGS<br>LONG JUMP | | | | | 2. BACK<br>HEAD RAISE ON STOMACH | | 3. ARMS & SHOULDERS<br>PULL-UPS OVERHAND GRIP (Boys) | | | | FLEXED ARM HANG (Girls) | | | PUSH-UPS (Boys) | | | BENT KNEE PUSH-UPS (Girls) | | | | 4. ABDOMEN<br>BENT KNEE SIT-UPS (Girls) | | | | SIT-UPS (Boys) | | | |
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| | 2' | 3' | 4' | 5' | 6' | 10 | 20 | 1 | 3 | 5 | 10 | 10 | 20 | 30 | 10 | 20 | 30 | 5 | 10 | 20 | 30 | 5 | 10 | 20 | 30 | 5 | 10 | 20 | 30 |
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B. <u>AGILITY</u>. The ability to integrate body parts quickly and accurately.

<u>GOAL</u>: To develop the ability to maneuver in space.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | SHUTTLE RUN (Seconds) | JUMP & TURN | | | | | | | | SOFTBALL THROW | | | | | | | | | | |
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| | | 1/4 | | 1/2 | | 3/4 | | Full | | | | | | | | | | | | |
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C. <u>ENDURANCE</u>. The ability to sustain movement for considerable length of time.

<u>GOAL</u>: To increase the time he can use his existing strength.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | RUN ON STEPS | | | 300 yard walk/run | 600 yard walk/run | 50 yard dash | | | | | | |
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D. <u>FLEXIBILITY.</u> The ability to rotate joints fully.

<u>GOAL</u>: To promote the maximum range of movement: stretching, swinging, swaying.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| | HIPS | | NECK | WAIST | LEGS | ARMS | | BACK | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | HORIZONTAL ARM SWING | | | ROLLS | | | |
| NAMES | Toe Touch - Same Side (10 times) | Toe Touch - Alternate (10 times) | Twist Head 90° (5 times) | Side Slide - Slide Hand from Waist to Toe - (5 times) | Lunge - (10 times) | Palms Up | Palms Down | Twist - (10 times) | Log Roll (6') | Forward Roll - 3 | Backward Roll - 3 | |
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VI. <u>RHYTHMIC PERFORMANCE</u>. The development of controlled movement with time as a major dimension.

<u>GOAL</u>: To incorporate body control and expressiveness.

A. <u>HAND RHYTHMS</u>. To be able to produce a rhythmic pattern with his hand or the use of his hand.

☐ - Satisfactory Performance (date)
☐ - Needs Improvement

| NAMES | CLAPS OR BEATS TO VARIOUS RHYTHMS | CLAPS OR BEATS TO VARIOUS TEMPOS | | CLAPS OR BEATS TO DIFFERENT DYNAMICS | | |
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| | | Fast | Slow | Soft | Loud | |
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B. BODY RHYTHM. The ability to move the body to varying rhythms.

GOAL: To increase child's ability to move his body to varying rhythms.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | Locomotor movements rhythmics | Walk | Run | March | Jump | Hopping | Gallop | Skip | Slide | Leap | |
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C. <u>OBJECT RHYTHMS</u>. The ability to produce varying rhythms with objects.

<u>GOAL:</u> To increase the child's ability to produce varying rhythms with objects.

☐ - Satisfactory Performance (date)
☐ - Needs Improvement

| NAMES | Sticking | Shaking | Clapping | Blowing | Flags | Pom-poms | Poles | |
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D. DANCE. To rhythmically move the body in response to music using basic steps and combine them into dance.

GOAL: To develop creativity and culminate the rhythmic, locomotion and body awareness in a social setting.

1. FOLK DANCING. Traditional dances from other lands used in a planned pattern and sequence.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | WALKING STEP | STEP HOP | STEP SWING | TWO-STEP | SCHOTTISCHE | POLKA | WALTZ | MAZURKA | | | | | |
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2. SQUARE DANCING. Use of basic formations and patterns.

3. SOCIAL DANCE. Use of the dance situation to experience the social skills.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| | 1. Square Dance | | | | | | | | | 2. Social Dance | | | |
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| NAMES | WALKING STEP | BALANCE | GRAND RIGHT & LEFT | ALLEMANDE LEFT | RIGHT & LEFT THRU' | PROMENADE | ELBOW SWING | DO-SI-DO | BOW AND CURTSY | MODERN DANCE | | | |
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VII. RELAXATION. Relief from bodily activity.

GOAL: To be able to control the body in a relaxed state as well as an unrelaxed state.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

| NAMES | TIGHTEN AND RELAX | | | | SLOW CONTROLLED MOVEMENT | | | | | | |
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